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ABSTRACT

The Sex Equity in Educational Leadership Project (SEEL) was funded by the Office of Education in 1976 to change the processes that typically deter the entrance and advancement of women in educational administration in Oregon. The effectiveness of the SEEL Project is evaluated by presenting data about progress in the last three years in (1) the proportion of women administrators in Oregon, (2) the number of women in preparation programs, (3) attitude changes, (4) administrative training programs, (5) school district hiring practices, and (6) endurance of positive changes. Some of the data used in this report are quantifiable; other data are impressions gathered from testimonies, letters, and staff notes. The second section of the report addresses a concern raised by some Oregon educators about a special advocacy group for women in administration, Oregon Women in Educational Administration (OWEA), that was formed to continue work regarding women in administration. A listing of SEEL published products and papers concludes the report. (Author/MLF)

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OSSC BULLETIN

SEX EQUITY IN EDUCATIONAL LEADERSHIP IN OREGON PUBLIC SCHOOLS

by

Patricia A. Schmuck

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Preface

The sex Equity in Educational Leadership Project (SEEL) was funded by the Office of Education in 1976 to change the processes which typically deter the entrance and advancement of women in educational administration in Oregon.

In this *Bulletin*, Sex Equity in Educational Leadership in Oregon Public Schools, Patricia Schmuck summarizes the results of the SEEL Project. The formation and purposes of the organization, Oregon Women in Educational Administration (OWEA), also are discussed.

Dr. Schmuck as Director of the SEEL Project is a research associate in the Division of Educational Policy and Management at the University of Oregon and the author/co-auther of several books including; Group Processes in the Classroom, A Humanistic Psychology of Education: School is Everbody's House, and Sex Differentiation in Public School Administration.

This *Bulletin* addresses a timely issue that should interest all administrators and school board members.

SEX EQUITY IN EDUCATIONAL LEADERSHIP IN OREGON PUBLIC SCHOOLS

Patricia A. Schmuck

In 1976 an OSSC *Bulletin* described how the work of women and men was segregated in Oregon public schools (Schmuck, 1976a). It was pointed out that sex segregation was most apparent in educational leadership. Although women comprised 56 percent of certified educators, 94 percent of principals and 99.8 percent of the superintendents were male. The 1976 OSSC publication coincided with the beginning of the Sex Equity in Educational Leadership Project (SEEL) funded by the Office of Education to change those processes which deter women's entrance and advancement in educational administration in Oregon. The SEEL project ended in August, 1979. This *Bulletin* describes the changes which have occurred in the past three years. Some progress has been made toward achieving an equitable representation of women in the predominately male role of administration. Sex equity, however, remains a challenge of the future.

The SEEL Project's objectives were based on field research which identified the barriers facing women in educational administration (Schmuck, 1976b). It was shown that sex inequities in administration were created by a variety of forces interacting simultaneously. Women did not enter administration because it was a male sex-typed occupation; there were few female role models or mentors, they were absent in preparation programs, and they comprised a small proportion of the applicant pool, administrative preparation programs were subtly or blatantly discriminatory, and many Oregon educators--male and female--believed that women were not suited for governance functions. Consequently, SEEL members engaged

in about 30 different activities in the three years to change individual attitudes and expectations as well as organizational processes.

◉ SEEL members tried to change individual awareness about women in administration in ways such as:

- Publishing the quarterly SEEL Report.
- Sponsoring state conferences.
- Teaching an equity class at the University of Oregon.
- Writing a textbook on Sex Equity in Education (Stockard, Schmuck, et. al., 1980).
- Making presentations to different groups in Oregon and other states.
- Publishing research in various journals.

◉ SEEL members tried to change organizational policies and practices, those processes which have been labeled "institutional sexism," by:

- Conducting research on administrative recruitment, selection and hiring.
- Publishing a Directory of Administrative Candidates, both female and male, to enable districts to find qualified candidates.
- Collaborating with relevant educational groups to offer materials about equity issues, and by advocating changes in policy concerning sex fair employment practices.

Sex role stereotypes and different behaviors toward males and females are deeply rooted in our psyches and in our institutions. Change must be brought at both levels.

◉ Did the SEEL Project accomplish its goals?

- Was there a greater proportion of women administrators in Oregon in 1979 as compared to 1976?
- Were there more women preparing to become administrators in 1979 as compared with 1976?
- Were attitudes that served as barriers to women's entrance and advancement in administration changed?
- Were administrative training programs altered?
- Did school districts' hiring practices become more equitable?
- Will change continue toward equity in Oregon's school administration?

Before and After SEEL

During the course of the SEEL Project many different kinds of data were used to measure its effectiveness. It was learned early on that there were not effective evaluation methods for looking at a scope of work such as the SEEL Project entailed. Consequently, many new evaluation procedures were devised. The evaluation data were gathered and prepared by SEEL staff members, primarily Jean Stockard, Ken Kempner and Rita Pougiales (see the list of SEEL publications at the end of this *Bulletin*). The design was to collect quantitative and qualitative data about the effectiveness of the SEEL Project. The data used in this report are both objective and subjective. Some data are quantifiable, other data are impressions gathered from testimonies, letters and staff notes.

In the first section I will address each question and present data about progress in the last three years. In the second section I will address a concern raised by some Oregon educators about a special advocacy group for women in administration which was formed to continue work regarding women in administration.

The Proportion of Women Administrators in Oregon

There was a greater proportion of women school administrators in Oregon in 1979 as compared to 1976. This is indicated in Table1 (see page 4). Table 1 shows the proportion of women in various administrative positions in Oregon in 1978-79 to the proportional representation in earlier years. From these figures it appears that there has been a slight, but steady, increase in the representation of women in school administration in general since 1973-74. The increase has been most noticeable in the assistant principal and coordinator/consultant posts. The percentage increase in women in 1978-79 was higher than in any year since 1974-75 (both an increase of 0.8 percent). Standard tests of significance show that while the long-term increase in the proportional representation of

women in administration from 1971-72 to 1978-79 cannot be attributed to chance ($Z = 2.4$, $df = 4382$, $p<.01$); the increase from 1977-78 to 1978-79 (the year at which the SEEL Project would be expected to have an effect) may be due to chance fluctuations ($Z = 0.8$, $df = 4746$, $p<.50$). (see Stockard, 1980).

Table 1 *

Proportion of Women in Administrative Positions in Oregon Public Schools 1971-72 through 1978-79 in Percent

	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
Superintendent	0.8	0.8	0.4	0.8	1.2	0.8	0.8	1.9
Asst. Superintendent	5.6	4.5	2.9	5.1	1.3	3.8	1.3	0.0
Principal	6.1	5.9	6.1	6.5	6.7	7.4	8.1	8.4
Asst. Principal	5.8	6.2	9.1	6.9	11.8	13.3	12.2	14.5
Director/ Supervisor	27.4	24.6	22.6	25.1	20.2	21.0	20.5	18.4
Coordinator/ Consultant	35.3	31.1	28.2	37.1	37.5	37.1	39.6	40.9
Total	12.1	11.5	11.2	12.0	12.5	13.1	13.7	14.5
Nbr. of Total Positions	1981	2068	2124	2433	2256	2275	2345	2403

While one large change came after the SEEL Project began its activities and initiated the Oregon Network, it must be considered whether these changes were prompted by influences other than SEEL, including more liberal hiring patterns toward women throughout the country. One way to examine this possibility is to compare changes in the proportion of women administrators in Oregon to those in other states.

* Many sources of data were provided by Jan Clemmer, Oregon Department of Education.

Data on the sex ratio of employees in public schools were obtained from the state departments of education in three other states: Washington, California and Colorado. These states were chosen because of similarities to Oregon in demographic and geographic characteristics or because of their physical proximity and similar regional interests.

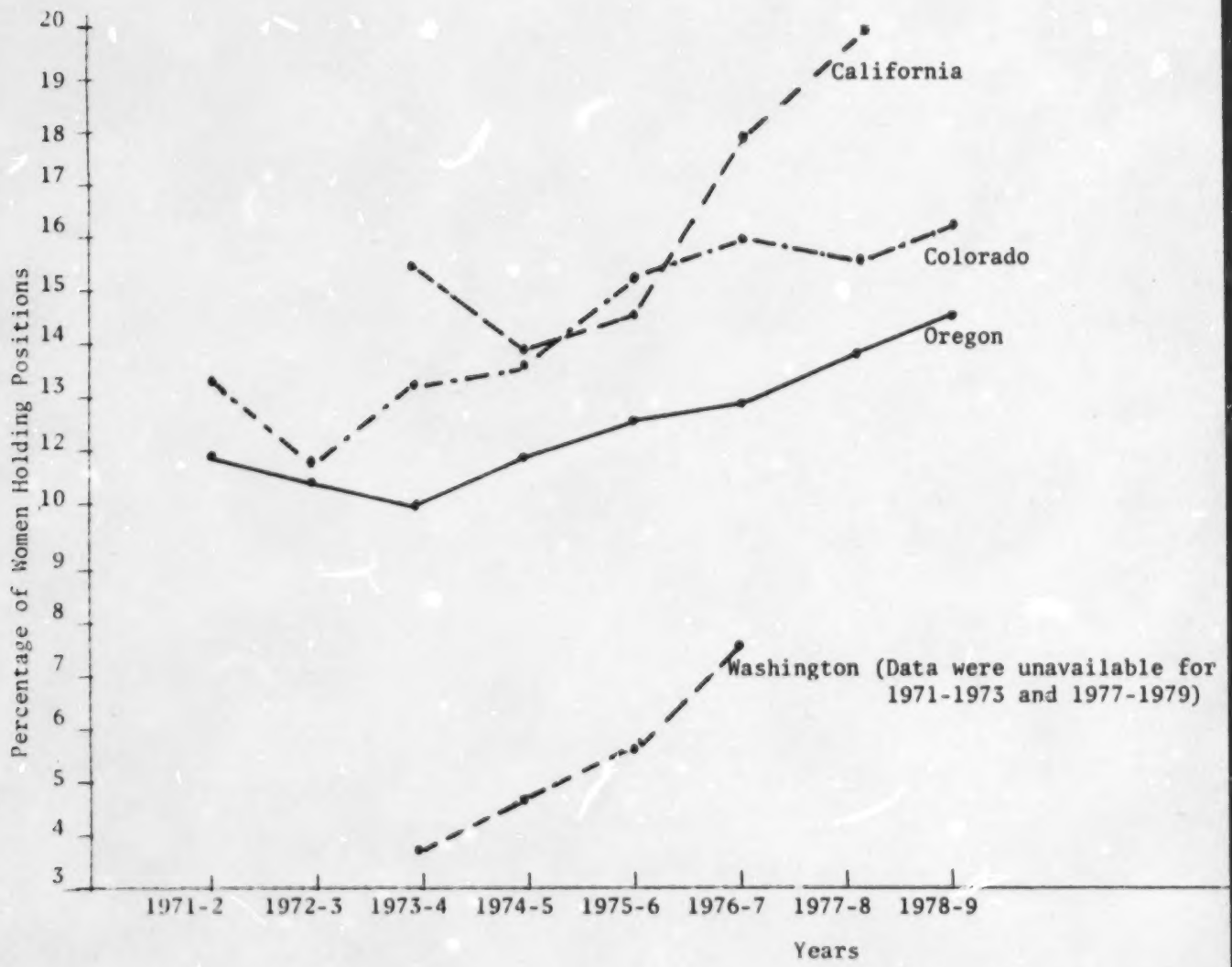
A log-linear analysis of contingency tables of comparisons between the four states from 1973-74 through 1977-78 was used. The variables included the state, type of position held, sex of the position holder and the year. Efforts were made to minimize the problems of different titles used, the number of employees and changes in the number of employees in the state, and variations in the numbers of people in each position (for a complete analysis see Stockard, 1980). The analysis indicates Oregon did not make significant changes in the numbers of women in administration as compared to Colorado, Washington and California. All four states showed increases in the number of women administrators. This is shown in Table 2.

These data, however, should be read with some caution. First, the figures for each year represent women who were employed as administrators. Thus, the year 1977-78 reflects women who were hired in 1976-77 when the SEEL Project began. Only the first two years of the SEEL Project are represented.

Secondly, while these data indicate Oregon did not make significant gains in hiring women administrators as compared to California, Washington and Colorado, SEEL Project goals included changing attitudes and organizational procedures regarding the hiring of women in the future. SEEL staff members did not expect, in fact, to produce dramatic changes in the number of women hired as administrators in only three years of work. Inequity in school administration is an age old problem. It will not be changed easily. SEEL Project staff members believed that changes in people's attitudes and organizational processes would happen incrementally over the years.

One way to predict women's future role as administrators was to gather data about the proportion of women preparing to become administrators.

TABLE 2
PERCENT OF WOMEN HOLDING POSITIONS IN ALL
LEVELS OF ADMINISTRATION BY STATE AND YEAR



The Number of Women in Preparation Programs

The number of women enrolled in administrative degree and certification programs in Oregon has increased. Whereas in 1975 there had been only two female graduates in the history of the Department of Educational Administration at the University of Oregon, by 1979 five more females had graduated. In 1976 eight females were enrolled in the program, and this number grew to 32, about half of the student body, in 1979. Of the enrolled females in 1978-79, 75 percent had talked to the SEEL Project director or a SEEL staff member about their career plans. Thus the existence of a statewide effort to increase the number of women in administration, seems to have had a positive effect on the number of women preparing to become administrators.

In certification programs the proportion of females has also increased. In 1974-75 at the University of Oregon, women represented 12 percent of certification students; that grew to 23 percent in 1978-79. The increased representation of women in the certification program is so large it cannot be attributed to chance.

In the Field Training and Service Bureau at the University of Oregon the number of females has also increased. In 1973, the first, and at that time the only female graduate student in educational administration was employed as a Graduate Research Assistant. In 1979-80, five females are employed as Graduate Research Assistants. The first female faculty member joined the staff in 1978.

In other departments of educational administration, however, a similar phenomenon has occurred. A mail survey of thirteen departments of educational administration in Washington, California, Colorado, and Idaho indicate a similar rise. It appears that in all states studied, women are increasingly becoming prepared to enter educational administration (Stockard, 1980).

The reliability of the data, however, is questionable. Departments have not done an adequate job of record keeping; data often are not compiled by sex and departments do not necessarily have common designations of graduate student status. Futhermore data about the numbers of students enrolled and the number of graduates are virtually impossible to determine. Information is unclear about whether males or females have different retention rates in graduate school.

Although it appears that women are increasingly becoming prepared to enter educational administration, it remains unclear whether these women will become employed as school administrators. For instance, of the few females who graduated from the Department of Educational Administration at the University of Oregon, only one has become a school district administrator. These women are typically employed by universities, state departments or other educational agencies. Their motives for not entering administration in a school district are varied. This phenomenon is also true for male doctoral graduates. Less th n half become school district administrators.

Although the increased number of women entering degree or certification programs in educational administration is a positive sign, the question remains whether these women will become district administrators. Will sex selective hiring practices be changed with more qualified woen in the applicant pool? Data from the Oregon Network showed no relationship between the number of women applicants for a position and the hiring of a female. One woman graduate student presented a pessimistic picture. "It seems possible that a woman could spend a career getting prepared only to retire having done nothing" (SEEL Report, 1979). Even though more women are preparing to become administrators, the question remains; will women become employed as administrators in school di tricts? To predict the answer to this question, data were gathered about whether the obstacles facing women's entrance and advancement were changed.

Were Attitudes Changed?

Creating awareness and providing information about women in educational administration was one strategy used by the SEEL Project to change negative stereotypes toward women. These negative attitudes are represented in statements such as:

> "Women cannot be high school principals because they cannot discipline boys."
>
> "Women are too emotionally fragile to handle the tough job of administration."

Such negative stereotypes impede women's entrance and advancement. They interfere with fair procedures of grooming, recruitment, and final selection. Women teachers are often overlooked and subsequently not encouraged to take on leadership roles, and selection committees bound by such stereotypes will not see the positive qualities of a person who happens to be female. Women themselves often believe they are inferior to men.

A number of activities were directed toward changing these negative attitudes. Of particular importance was changing the attitudes of women toward themselves. This emphasis for SEEL was apparent in some of the SEEL-sponsored conference workshops, such as "Assertiveness: Woman's Presentation of Self" and "The Nitty-Gritty Road to Becoming an Administrator" and presentations to many women's groups concerning inequities in administration.

Quantitative data indicate that women are applying for administrative positions more in 1979 than in 1975. In that year one urban district indicated women comprised about 14 percent of the applicant pool. Statewide data in 1978 indicated women were 19 percent of the applicant pool.

Unsolicited testimonials from women and men indicate that conferences, publications, workshops and discussions about inequities in educational administration are useful to help some women free themselves from cultural stereotypes and to enable male administrators to reflect on their differential treatment of men and women.

Judith Palmer identified *five stages of feminist awareness: curiosity, identification, anger, consolidation and personal power* (Palmer, 1979). Over three years SEEL members saw many women and men travel through these stages. For instance, in 1976 many female administrators in Oregon represented the curiosity stage which involved interest but no clear feminist commitment. One active OWEA (Oregon Women in Educational Administration) steering committee member is an example in point. She began her involvement by coming to an OWEA meeting stating, "I am not a 'libber,' I have only experienced help from males in my district but I came here to find out about your organization." She has since moved through the identification and anger stages to the level of consolidation illustrated by her commitment to work for the cause of women in OWEA as well as within the administrators' association. She has also demonstrated the stage of personal power; she has become increasingly active in setting policies and procedures in her district and her associations. She is exhibiting strong leadership in situations which earlier would have intimidated her.

SEEL members have also seen many men become increasingly aware of their sex-typed behavior. One male principal of a large high school reported he had made greater strides in encouraging women teachers with leadership potential to become administrators. Yet, as he reflected further, he said, "But you know, I take 'no' from a woman earlier than from a man. With a man I keep persisting." Some men have come to resist the social pressures often placed upon them to advance in their educational careers. One man, for instance, gave up an administrative position to return to elementary school teaching. He said teaching had always been his first love.

The fact is some women and men are bound by cultural restrictions regarding sex roles; some men and some women continue to believe that leadership should not be the province of females or believe that women, by virtue of their sex, will not make effective leaders. Although data about whether the SEEL Project

influenced attitude changes are not quantifiable, SEEL members firmly believe that education about sex roles was an important process for women to change their self image and their career aspirations and for men to learn more about the cultural stereotypes which have influenced their lives and working relationships with their female colleagues.

Have Administrative Training Programs Changed?

In 1977 a male school administrator called me to express his anger that the SEEL Project was investigating school district hiring practices without addressing the sexist nature of preparatory program. His advise was, "Clean up your own shop before you address school district problems." Of course, he was correct. Preparation programs for administrators serve as an important barrier to equal employment or affirmative employment practices.*

Most training programs for administrators include primarily male professors. The student population has been male dominated (although this is changing). Course material often uses blatant sexist examples such as the Principal/he and the Teacher/she. Personnel, resources and student concerns at the university level are responsible for perpetuating sex inequities.

In Oregon, formal preparation of administrators occurs primarily at the University of Oregon, Portland State University and through the new tri-university degree between the U of O, PSU and OSU. There is some evidence of positive changes. Course content has changed so that equity concerns are addressed in a variety of classes. The legislative Revised Statute 342.123 which requires all certified educators to demonstrate knowledge of statutes prohibiting discrimination should ensure that equity courses are part of the

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*There is an important distinction between the two. Whereas equal employment is a neutral process ensuring nondiscrimination, affirmative action is the process of exerting additional effort to recruit, employ, and promote qualified members of groups formerly excluded.

formal preparation of administrators. Many professors include discussions about sex role stereotyping and the policies of equal educational and employment opportunities in their classes.

Administrators are not trained only in classes at a university, however. Summer workshops, inservice days, conferences, and technical assistance are also mechanisms by which education of administrators proceeds. Indeed, these continuing education programs may even be more influential on administrative behavior than the formal preparation programs. SEEL members worked with various agencies to make sure administrators in Oregon are informed about equity issues -- both toward providing equal educational opportunities and equal or affirmative employment opportunities. There are several examples of agencies or districts making strides in their programmatic offerings. Some examples are:

- Gary Gehlert, Vice Principal of Marshfield High School, Coos Bay, was concerned about the discrepant SAT math scores for graduating males and females. He organized an evening meeting with parents and female students describing the discrepancies. A panel of women who were a veterinarian, a pharmacist, a doctor and a CPA discussed the importance of math in their careers. Gehlert reports that in only one year dramatic changes occurred. More females were enrolled in math programs and female scores increased.

- Eugene District 4J had an administrators workshop on "What's Good for Kids: Girl Kids and Boy Kids." Using Title IX self evaluation reports, data were gathered on sex on academic achievement, discipline rates, extra curricular activities and class enrollments. Plans were made for changing such sex factors in education.

- OWEA (Oregon Women in Educational Administration) and COSA (Confederation of Oregon School Administrators) co-sponsored a day workshop on "Male-Working Relationships."

- The Northwest Regional Laboratory has a Non-Sexist Curriculum Development Program which is training teachers and parents to evaluate and use materials in an unbiased fashion (Hutchison, 1979, see also Britton and Lumpken, 1977).

- Lincoln County School District has been selected as a site for developing a system-wide program for providing equal educational opportunitites, Joy Pielstick-Wallace is the Coordinator.

•COSA has sponsored several Title IX workshops, the Desegregation Center at Portland State University has provided services to some school districts. Larry Mylnechuk, Equal Educational Opportunity Specialist, and others in the Oregon Department of Education have provided assistance and a monitoring mechanism for helping school districts provide equal educational opportunities.

Content is important in training programs. Who presents the content is also important. There are few female staff members in departments of educational administration. The University Council of Educational Administration lists only 73 women in all participating institutions in the United States (UCEA, 1977). There is only one female faculty member with a regular faculty appointment in departments of educational administration in Oregon. The lack of females at this level of administrative preparation has important consequences. Few students see a female in the role of school governance to counter the idea that women "shouldn't" or "couldn't" be concerned with such issues. Same sex role identification is an important aspect of occupational socialization. Females have limited opportunities to see same sex role models.

The phenomenon of primarily male presentors is also true in continuing education programs. Yet some clear progress is evident. Counts were taken on the number of women appearing on the program of the annual conventions of COSA and the American Association of School Administrators (AASA). In Oregon the proportion of women represented on the state convention programs has increased dramatically from 19 percent in 1976 to 32 percent in 1978. This is a higher proportion of women than appeared on the programs of AASA. In 1976, 13 percent appeared on the program at the national convention. In 1978 15 percent of the presentors were women.

Have School Districts Changed Hiring Practices?

Quantitative data indicate that more women were hired during the operations of the Oregon Network than in previous years. Three hundred administrative

vacancies occurred in Oregon in 1977-78. Those positions were filled by 235 men (78 percent) and 65 women (22 percent). That figure represents a net gain of 36 women in administrative positions; the 65 female hirees replaced 29 women incumbents.

Traditional patterns of sex segregation in administrative positions did not change much, however. Women were most likely to be hired in staff or subordinate rather than superior or line administrative positions. Women hirees comprised only 14 percent of superintendent, assistant superintendent, principal, or director-supervisor positions, while they held 32 percent of assistant principal, coordinator, consultant, or administrative assistant positions. Women were more likely to be hired in positions dealing with particular subject areas (43 percent of female hirees were in this area), curriculum and instruction (28 percent), or pupil personnel services (26 percent) than in positions with general administrative responsibilities (15 percent). Generally, the highest proportion of females hired were in metropolitan areas with many job vacancies compared to rural areas which had few vacancies.

The Directory of Administrative Candidates, a listing of men and women seeking administrative positions, was evaluated highly by the people listed. The directory was used by districts and by individuals. About one-third of the individuals listed in the directory were individually contacted by school districts with openings. Men tended to be contacted more frequently than women, however. This activity demonstrated to candidates and districts alike that women were interested and qualified in administration. The directory will be continued in 1979-80 through Oregon Women in Educational Administration (OWEA). (A summary of information is available in the SEEL Report, May 1979).

It should be noted that the figures from the Oregon Network are quite complete. Only two very small school districts in Oregon refused to cooperate in the data collection. The data collection required a great deal of time from school district personnel. The endorsement of the research effort from the executive board of COSA was also very helpful. Many school administrators were not only cooperative but eager to discuss their hiring processes with field coordinators. In small districts with few administrators, especially, some administrators seemed eager to have an opportunity to learn more about new ways of recruitment and selection. It was a distinct impression that many administrators in Oregon public schools are in isolated and lonely positions and welcome opportunities to discuss ideas.

Whether these positive impressions and quantitative changes illustrate that districts have altered their hiring practices is unclear. Perhaps the research effort of the Oregon Network influenced the hiring processes as well. Even though the field coordinators did not assume an advocacy position in relation to hiring women nor did they have any compliance functions, the knowledge that someone would seek information about the hiring of administrators may have influenced the outcomes. Whether women continue to apply and be employed at the same rate in future years would be a greater test of the efficacy of the Oregon Network in changing hiring practices.

Will These Positive Changes Endure?

Programs of federally funded change projects too often wither away once the federal funds are withdrawn. Members of the SEEL Project made a conscious attempt to provide a legacy for change that would continue beyond federal funding. The legacy for change includes products, people and processes.

Certain information products will continue. They are listed at the end of this report. Hopefully they will benefit Oregon educators as well as people in other states.

People also are a legacy for change. Over three years there are many examples of women and men who have made changes in their self concept, in their awareness of how they relate to men and to women, and in their career goals. One man who was a student in the SEEL class said, "I can no longer see the world in quite the same way again." One woman reported she had been to a presentation where the importance of mentors was discussed. She returned to her district and talked to her male principal and superintendent about her career goals. They helped her and about 18 months later she became one of the few female high school principals in Oregon. In three years I have seen many women and men change their attitudes and behavior regarding equity issues. The basic ingredient of any educational process is people; they are an important legacy for change.

Oregon Women in Educational Administration

Finally, and perhaps most importantly, the most significant legacy for change is Oregon Women in Educational Administration. OWEA is a viable organization of 200 people. Membership is open to anyone (female and male) interested in working to achieve sex equity in Oregon's public schools.

The program offerings of OWEA carry on many of the SEEL Project objectives to change attitudes and organizational processes. Some activities for 1979-80 include:

- ▷Making presentations at educational conferences such as Oregon School Boards Association.
- ▷Organizing the third annual conference to be held at Seaside in June 1980.
- ▷Publishing and distributing the Directory of Administrative Candidates.
- ▷Providing hospitality rooms at educational conferences.
- ▷Organizing a series of statewide workshops on women in educational leadership.
- ▷Organizing regional meetings of OWEA in the state.

▷Providing support and assistance to women seeking positions or in positions of educational administration.

▷Belonging to the Women's Rights Coalition which will hire a lobbyist concerned with women's issues in Oregon.

OWEA* is governed by a steering committee. Its members are: Paula Radich and Elaine Hopson (Co-Chairs), Susan Gourley, Ardis Christensen, Patricia Schmuck, Sue Leabo, Lynn George, Lynn Rentz, Marbe Burdick, Christi Clark, Carol Clanfield, Pat Mack and Jean Haliski.

The following section will address concerns voiced by some educators about OWEA.

Should OWEA Exist?

Some administrators have argued that Oregon has a representative organization for administrators. They have asked, 'shouldn't that be sufficient?' Why is there a need for a separate organization on behalf of women?

I will preface my answers to this question by specifically speaking about COSA, Oregon's administrator's association. As I have already shown COSA has made many positive strides on behalf of women. More women are included on state convention programs and workshops and presentations are offered to administrators about equal educational and employment practice. In addition, more females are represented in the committee structure of COSA in 1979 as compared to 1976. COSA leaders have demonstrated their concern for equity and they provide many important services for Oregon administrators -- male and female. Women administrators should belong and be active in COSA, their representative administrator organization and the leadership of OWEA and COSA should regularly consider ways to collaborate and cooperate.

It is my individual opinion, however, that organizations such as OWEA, or Washington Council for Administrative Women in Education, the California

*Information about OWEA can be obtained from Paula Radich, Principal Delake Elementary School, Lincoln City, OR 97367

Coalition of Women, or Alaskan Women in Educational Administration must exist separately from their representative administra[illegible] association at present for three reasons. They are:

1. Equity issues vie with other equally important educational concerns.

2. Administrator's associations represent administrators. They do not have a systematic program encouraging new administrative applicants.

3. State and national administrator organizations are primarily male dominated. Male dominated organizations do not tend to invite females to share equally in power of governance.

In the following sections, I will explain these arguments.

Priority of Sex Equity Issues

Sex equity will probably never become a priority issue with state administrator associations. Educational or employment equity will always vie with other important and pressing educational concerns. It is no surprise that school district administrators worry and plan for educational legislation, problems regarding transportation, declining enrollments, kindergartens, lunch programs, teacher strikes and student achievement scores. These are pressing educational concerns for school district administrators. And they should be. The problem of the number of women in school district administration will always compete for attention among other pressing concerns. Women's issues will, and perhaps should, be only marginal in interest to administrator's associations. This sentiment is echoed elsewhere. Adkinson said:

> Increasing women's participation in educational administration is not a major goal for any of these [administrator] units. Taxpayers do not fund public schools, universities and state departments to provide opportunities for women to enter administration. Members of administrator organizations do not pay dues in order to add women to the ranks, individual members of the component organizations may even oppose that objective (1979, p. 48).

If the number of women in educational administration is to be of continual state or district concern there needs to be a special interest group devoted to that regard. OWEA, and other comparable organizations, are special interest

groups advocating on behalf of women. This has been the precedent for most disenfranchised groups in the United States. A special interest group, such as OWEA, can help assure that women's underrepresentation in school governance will continue to receive attention among other pressing concerns.

Objectives of Representation vs. Objectives of Encouragement

State educator administrators organizations represent educational administrators. They were formed to help educational administrators effectively cope with the increasing complexity of school organizations.

OWEA does not exist to represent administrators but rather to encourage more women to join the ranks of administration and to support women administrators who are a minority by virtue of being female in a male dominated profession.

Gross and Trask (1976) have pointed out that women need more encouragement than men to pursue a male sex-typed occupational position. Yet women receive less encouragement than men. OWEA and other comparable organizations exist to encourage women to plan their lives and careers regarding educational administration. They offer workshops and materials to those who might not have considered administration as a career. These organizations are serving aspirants, primarily females, who might not otherwise get the advice or encouragement to think about administration as a career option. To my knowledge, programs designed to encourage women administrative aspirants are not available elsewhere in Oregon.

Administrators' associations represent administrators who are primarily male. Women who obtain administrative positions are often in a minority and they face unique problems due to their minority status. (For a full explanation of this idea, see Kanter, 1977.) As one woman said, "There's too damn few of us women; we found out we need to support each other. If there were more of us we would be free to act just as folks. But because there are so few of us, there is a common bond of being women." OWEA, at its regional meetings,

workshops and state conferences, provides an opportunity for women to discuss effective ways of coping with their minority status as well as providing congeniality. That is not to say that women aspirants or administrators do not enjoy professional contact and socializing with their male colleagues. Most women that I have talked to enjoy this contact. Yet there is something special and singularly helpful for women to meet with a group composed primarily of women.

The term is "homosociality"; the wish to meet and talk with someone like oneself. Men in administration often congregate socially in all male or male-dominated groups. For women, who comprise a minority in the profession, these informal homosocial contacts are infrequent. Women who are superintendents or principals often attend their association functions but do not have homosocial contacts. As one woman said, "Attending a principals' conference was like being at an ELK's club meeting." Thus OWEA provides regional meetings for information and conviviality.

The Equal Sharing of Power

Male dominated professions do not invite women to share equally in governance and power. Medical and law schools had quotas limiting the number of female students for many years until quotas were ruled illegal. Quotas are still illegal even in affirmative action plans.

Paul Salmon, Executive Director of the American Association of School Administrators supported this idea. In 1977 he addressed a national group of women administrators and said that women should not expect male groups to take up the banner on behalf of women. He chided that organization for being "pussy cats," that they did not demand changes on their own behalf. I agree with Paul Salmon. Women cannot expect men, as a group, to advocate on behalf of women. Groups who hold predominant power typically do not welcome an increase of competitors.

In one study, for instance, (Johnston, 1977) male graduate students in educational administration were given an attitude questionnaire regarding equal employment. Mens' attitudes toward equality were less positive the closer they were to searching for a job. Early in their doctoral programs, a large proportion of men believed that equal and affirmative employment practices should exist. Yet when they were facing female competition for jobs, they were less inclined to be so idealistic about equality. That is not to say that male groups do not welcome women in their midst. It is to say that predominately male groups do not enjoy sharing equal power with women. There are several different explanations for this phenomenon.

Sociologists point to how status and prestige of an occupation are related to its sex composition. All female predominated fields hold lower social prestige and have lower monetary value than male dominated fields (see Stockard, Schmuck et. al., 1980). It is not a coincidence that the role of supreme court judge is regarded as the most prestigious and valued position in the United States. It has always been composed of men, and only recently has the Supreme Court had men of color.

Men in public education are in a "feminized field," that is the majority of public school professionals are female. The words "threat" and "emasculating female" have often been used in my conversations with male administrators. Perhaps men in a "feminized field" have to retain their power more forcefully because of the low prestige and value of the field of education as compared to other professions in our society. Perhaps it is psychologically deeper than that.

Stockard and Johnson have followed a new idea blending psychoanalytic and sociological theory, called the devaluation dynamic. It is based on the fact that females hold low power positions in the society and that most male infants' first contact is with a female figure in mothering. Boys learn early

early that they do not wish to be "feminine" which means low status and low power. Thus masculine identity grows out of the desire to be not feminine because female is devalued in the society. A male superintendent gave an example of this argument when he said that he would feel very different walking into a state superintendent's meeting if half the delegates were women. "I wouldn't feel so important," was his comment. Sex as a status characteristic is a complex sociological and psychological phenomenon.

Women have moved into male-dominated positions when the economy was affluent or during times of martial conflict. Men have moved into female-predominated positions when the economy was tight and jobs were scarce. Now the economy is tight and jobs are scarce. I do not expect to see men as a group willingly share their professional status and power with women as a group.

This is illustrated clearly by the affirmative action plan of one Oregon school district which reads:

> The problem is that: "male staffing in the district is considerable (sic) less than the work force percentage of men in Oregon, in the categories of certified and classified."
>
> The solution is to: "seek qualified male applicants for primary teaching positions, when primary positions are available."

All the administrators in this district are male.

It is for these reasons that I strongly advocate the existence of an organization such as OWEA. With equal strength, I urge women administrators to belong to COSA, their representative administrator's organization. When distinctions on the biases of sex are no longer evident in the encouragement, preparation, recruitment, screening, and final hiring of administrative candidates OWEA should no longer exist. When interest, skill, and competence are the criteria by which administrators are selected and judged, I would expect to see men and women randomly distributed among all educational positions in Oregon public schools.

PUBLISHED PRODUCTS: A LISTING OF SEEL PRODUCTS AND PAPERS

Sex Equity in Educational Leadership: The Oregon Story by Patricia A. Schmuck. 1980 (forthcoming).

Sex Equity in Educational Leadership: Women Getting Together and Getting Ahead by Mary Ann Smith. 1980 (forthcoming).

Sex Equity in Educational Leadership: An Analysis of a Planned Social Change Project by Jean Stockard. 1980 (forthcoming).

Sex Equity in Educational Leadership (A slide-tape show) by Mary Ann Smith, Patricia Schmuck, and Phil Kessenger.

All the above may be obtained from:
Educational Development Center
55 Chapel Street
Newton, MA 02160

Four to six page information packets on:
Affirmative Action
Sexism in the Classroom
The Vanishing Women in Educational Administration
The Language of Inequality: Sexism

Available from: George Kataguri
Oregon Department of Education
Salem, OR

Sex Equity in Education by Jean Stockard and Patricia Schmuck, Ken Kempner, Peg Williams, Sakre Edson, and Mary Ann Smith. A university text, 1980 (forthcoming).
Academic Press
Harcourt Brace Jovanovich Bldg.
1001 Polk
San Francisco, CA 94109

"Changing Women's Representation in School Management: A Systems Perspective," by Patricia A. Schmuck is included in the book, Women and Educational Leadership: A Reader, Sari Knapp Bichlen and Marilyn Brannigan (eds.), published by Lexington Press, 1980 (forthcoming).

"Public Prejudice Against Women School Administrators: The Possibility of Change," by Jean Stockard published in Educational Administration Quarterly, Fall, 1979.

PUBLISHED PRODUCTS: A LISTING OF SEEL PRODUCTS AND PAPERS

(continued)

Papers Listed in ERIC:

The Spirit of Title IX: Men's Work and Women's Work in Oregon Public Schools by Patricia A. Schmuck. ED 128 966

Public Prejudice Against Women School Administrators: Fact or Fiction? by Jean Stockard. ED 149 469

The Documentation and Evaluation of a Social Change Project: Sex Equity in Educational Leadership by Kenneth Kempner, Rita Pougiales, and Patricia A. Schmuck. ED 154 516

The Decline in Female Elementary Principals: Riddles and Clues by Joan Kalvelage. ED 163 594

Careers in Educational Administration: Are Women the Exception? by Susan Paddock. ED 149 468

Reductions in Force and Affirmative Action: A Reconcilable Dilemma by Joan Kalvelage, Patricia Schmuck, and Jane Arends. ED 173 555

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Edson, Sakre K. "Differential Experiences of Male and Female Aspirants for Public School Administration: A Closer Look at Perceptions in the Field." Paper presented to the American Educational Research Association, San Francisco, April 1979.

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Kempner, Kenneth, Rita Pougiales and Jean Stockard. "Ideological Development in Planned Social Change Projects." Unpublished paper. Eugene, Oregon: CEPM University of Oregon, 1979.

Pougiales, Rita and Kenneth Kempner. "Evaluation of Ideology: A Case Study of Social Change." Paper presented to the American Educational Research Association, San Francisco, April 1979.

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Schmuck, Patricia A. "Women in Public School Management: Polity, Politics and a Program of Change." Unpublished paper. Eugene, Oregon: CEPM, University of Oregon, 1979.

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